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ABSTRACT

During April and May, 1980, a comprehensive survey of special needs, as related to the delivery of vocational assessment services, was carried out in the Assabet and Blackstone Valley (MA) regional school districts. Information was collected through a systematic procedure and with the use of structured survey instrumentation as described. All data collected from the needs survey instrument was clearly charted in graph format with the identification of schools, totals for categories and comparative percentages indicating size, strength, level of participation and commitment to a range of special services. Comparative information was provided regarding scheduling, logistics, school layout, and material resources that might contribute to the vocational assessment process. Further demographic and employment information assisted the planning process of implementing Phase II of the project. Information was used to: (1) obtain a demographic perspective: (2) select pilot test schools: (3) assist in setting up the assessment process within individual schools: (4) allow for maximum use of resources: (5) access the internal operating procedures of schools: and (6) assist in long range planning. (RL)

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VOCATIONAL ASSESSMENT OF SPECIAL NEEDS INDIVIDUALS PROJECT

PROJECT SURVEY

Funded by

Project Number 80-805-605-027-7

Division of Occupational Education
Commonwealth of Massachusetts

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VOCATIONAL ASSESSMENT

FOR

SPECIAL NEEDS INDIVIDUALS

PROJECT

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A REPORT ON THE SURVEYING PROCESS

UNDERTAKEN FOR THE

"VOCATIONAL ASSESSMENT FOR SPECIAL NEEDS PROJECT"

#80-805-605-027-7

Submitted to

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Project Director

by

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September 1980

TABLE OF CONTENTS

SECTION		Page
I	BACKGROUND INFORMATION	
	A. Purposes of the Surveying Process	1.
	B. The School Systems Surveyed	2.
	C. Survey Methodology	6.
	D. The Instrument	8.
	Chart 1	14.
	Chart 2	15.
	Chart 3	16.
	Chart 4	17.
II	ANALYSIS OF ELEVEN SURVEY CATEGORIES	
	A. Central Office	18.
	B. Schools/Key Contacts/Parent Groups	22.
	Chart 5	24.
	Chart 6	25.
	C. Students	26.
	Chart 7	28.
	Chart 8	29.
	Chart 9	30.
	Chart 10	31.
	D. Staff	32.
	Chart 11	34.
	Chart 12	35.
	E. Curriculum	36.
	F. Resources	38.
	Chart 13	40.
	Chart 14	41.
	G. Evaluation Team Process	42.

TABLE OF CONTENTS

SECTION		Page
	H. General School Factors	44.
	Chart 15	46.
	Chart 16	47.
	I. Community Programs	48.
	Chart 17	49.
	Chart 18	50. & 51.
	J. Employment Settings	52.
	K. Career Cluster Selection	54.
	Chart 19	55.
	Chart 20	56.
III	APENDIX A	57.

PREFACE

Section I of this document contains background information to the surveying process which took place in April and May, 1980, as part of the "Vocational Assessment of Special Needs Students" project. The four subsections include an overview of the purposes of the surveying process, a summary of the school systems surveyed, a description of the survey methodology and a delineation of the surveying instrument (11 sections and approximately 63 variables).

Section II contains an analysis of each of the eleven categories of information collected in the survey. Charts summarizing responses are used where appropriate and data is generally organized separately for each of the two major regions - Assabet and Blackstone.

Since this information is intended primarily for ongoing project planning purposes, no attempt was made to report a thorough analysis for every category. The analyses should be thought of as representative of the type which project staff have been and will continue to be most concerned about as the project moves from Phase II to Phase III.

***

SECTION I BACKGROUND INFORMATION

A. PURPOSES OF THE SURVEYING PROCESS

1. Direct Use of Data Base

In April and May, 1980, a survey of schools in the Assabet and Blackstone areas was undertaken. The primary purpose of the survey was to establish a data base for use in planning project activities. Items such as the number of middle school special needs students in a district, the types of assessment procedures currently utilized and the range of program options available in the high schools have been and will continue to be used by project staff in selecting participating districts and developing strategies specific to individual schools within those systems.

2. Involvement of Key School Personnel

The surveying process provided Special Education Administrators and other key decision makers with an opportunity to reflect upon the vocational assessment needs of their school systems while acquiring an initial understanding of the project's objectives. The items in the survey raised questions concerning vocational assessment of special needs students and the project's intentions. As a result, most decision makers who responded were able to gauge the project's potential impact on their system and consider the availability of time and resources for committing their districts to the initial phase in the summer and early fall of 1980.

3. Project Staff Awareness

The surveying process also provided project staff with the opportunity to become increasingly familiar with each school district, its needs, its problems, and its personality. The nuances of individual school settings have and will continue to influence the management of the project. In addition, comprehensive briefings of new staff members has expedited their induction into the project.

In summary, the process of surveying schools in the Assabet and Blackstone regions yielded a substantial amount of hard data while enabling decision makers and project staff to become more fully aware of their mutual needs and objectives.

B. THE SCHOOL SYSTEMS SURVEYED

The two regions which were surveyed include school systems which send students to Assabet Regional Vocational Technical School in Marlborough, MA., and Blackstone Regional Vocational Technical School in Upton, MA. Information was collected concerning schools serving students in grades 7 through 12. The map on the next page shows the location of the two vocational/technical schools marked by an "X". In addition, cities and towns in the Assabet Region are marked with an "A" and cities and towns in the Blackstone Region are marked with a "B". The school systems, their schools serving middle, junior and high school students and respective grades are listed below.

1. Assabet Region

The Assabet region consists of nine (9) cities and towns organized into seven (7) school systems. (As explained below, the Northborough and Southborough middle schools are lumped into one common district for this report). Five (5) cities and towns; Hudson, Marlborough, Maynard, Shrewsbury and Westboro have high schools with grades 9-12, plus either a junior high school or middle school which feeds into the local high school.

Northborough and Southborough each has a middle school which feeds into Algonquin Regional High School, grades 9-12, located in Northborough. The middle schools are actually part of separate K-8 systems maintained by each town. Algonquin is the only Northborough/Southborough school. One superintendent is in charge of all three districts and answers to three separate school boards. For the purposes of this report, work done in any of these schools is regarded as work done in the Northborough/Southborough district.

Berlin and Boylston send their students to Tahanto Regional High School for grades 7-12. Tahanto is located in Boylston. Berlin and Boylston also maintain separate K-6 districts.

2. Blackstone Region

The Blackstone region consists of thirteen (13) cities and towns organized into eleven (11) school systems.

Blackstone and Millville send their students to Blackstone/Millville Regional, a 7-12 school. Three (3) towns; Douglas, Hopedale and Northbridge maintain their own junior/senior high schools, grades 7-12. Five (5) cities and towns; Grafton,

Milford, Millbury, Sutton and Uxbridge maintain their own 9-12 high schools. Grafton has a 1-8 school which feeds into the high school. The remaining four (4) communities have middle or junior high schools serving seventh and eighth graders.

Bellingham has its own high school providing grades 8-12. Seventh graders are served by three (3) K-7 schools in the town.

During the next three years the project will potentially have an impact upon a combined total of thirty-six (36) schools in twenty-one (21) communities in the Assabet and Blackstone regions.

CITIES AND TOWNS IN ASSABET/BLACKSTONE REGIONS

3. Schools Served by Assabet Regional Vocational/Technical H.S.

School District	Schools	Grades
1. Hudson	Hudson H.S.	9 - 12
	J.F.K. Middle School	6 - 8
2. Marlboro	Marlboro H.S.	9 - 12
	Marlboro Jr. H.S.	7 - 8
3. Maynard	Maynard H.S.	9 - 12
	Emerson Fowler	6 - 8
4. Shrewsbury	Shrewsbury H.S.	9 - 12
	Shrewsbury Jr. H.S.	6 - 8
5. Westboro	Westboro H.S.	9 - 12
	Westboro Jr. H.S.	7 - 8
6. Northboro/Southboro	Algonquin Regional H.S.	9 - 12
	Northboro Middle School	6 - 8
	Woodward Middle School	5 - 8
7. Berlin/Boylston	Tahanto Regional H.S.	7 - 12

4. Schools Served by Blackstone Regional Vocational/Technical H.S.

1. Blackstone/Millville	Blackstone/ Millville Reg. H.S.	7 - 12
2. Douglas	Douglas Memorial H.S.	7 - 12
3. Hopedale	Hopedale Jr.-Sr. H.S.	7 - 12
4. Northbridge	Northbridge Jr.-Sr. H.S.	7 - 12
5. Grafton	Grafton Memorial H.S.	9 - 12
	Center Elementary School	1 - 8
6. Milford	Milford H.S.	9 - 12
	Milford M.S. (West & East)	6 - 8
7. Millbury	Millbury Memorial H.S.	9 - 12
	Shaw Memorial M.S.	6 - 8
8. Sutton	Sutton H.S.	9 - 12
	Sutton Middle School	6 - 8
9. Uxbridge	Uxbridge H.S.	9 - 12
	Whitin Intermediate School	5 - 8
10. Bellingham	Memorial H.S.	8 - 12
	Stall Brook Elementary	1 - 7
	Macy Elementary	1 - 7
	Assumption Public	1 - 7
11. Mendon/Upton	Nipmuc Regional H.S.	9 - 12
	Miscoe Middle School	5 - 8

C. SURVEY METHODOLOGY

1. Development of the Instrument

The survey instrument described in Section D was initially drafted by the Data Analyst to comply with guidelines outlined by the Project Director. The final draft and supplementary interview questions were reviewed and revised jointly by the Data Analyst and Project Director.

2. Support for the Survey

The Project Director requested and received support for the surveying process from the Project Liaison Officer at the State Bureau of Occupational Education, the Superintendent/Directors of each Vocational/Technical School and the Directors of the Education Collaboratives in each region. Clifford Reed in the State Bureau sent letters to all Superintendents urging their cooperation. Eugene Picard at Blackstone and David Tobin at Assabet sent letters to the Superintendents and SPED Administrators. Eileen Ahearn, Director of the Assabet Collaborative, and Ray Budde, Director of the Blackstone Collaborative, contacted the SPED Administrators in their regions both by letter and by phone. The Collaborative Directors also included discussion of the Project in their regular meetings with Special Education Administrators of school systems in their regions. (Sample letters appear in Appendix A.)

3. Implementation of the Surveying Process

Two staff development specialists, one for each of the regions surveyed, were hired to assist in the data collection process. Meetings were held with the specialists to review the purposes of the surveying process, to clarify the intent of individual survey items, and to work out a management plan for approaching the school systems.

Several surveying approaches were considered prior to the development of individual plans for each region. Each plan was based on the perceived dynamics of each region. A deadline of May 15th was set for final data collection, but this time frame was later extended to June 1st. The specialist for the Assabet Region attended a Special Education Administrators meeting already planned by the Assabet Collaborative Director and both specialists met with the Collaborative

Directors for their respective regions to consider approaches to individual districts.

For each school system, the specialists initially approached Special Education Administrators whom the project staff considered key upper level decision makers. Plans to collect the survey data were arranged via phone or in person. Because of numerous time constraints, as well as a desire to involve their staffs, some administrators asked key individuals in their schools to respond to all or some of the survey items. Other administrators completed the survey on their own. In most cases follow-up meetings were held to complete the survey questions and to probe deeper, using the follow-up interview questions.

Most SPED Administrators cooperated fully in the surveying process as did their subordinates.

4. Issues/Comments

(1) The general feeling among key school contacts in the dual survey regions was that, due to end of year reports, late April was not the best time of year in which to approach Special Education Administrators. Due to the project's funding cycle, however, the staff was locked into the April-May time frame. While SPED Administrators did have a number of other priorities, their response to the surveying process, as indicated earlier, was nevertheless extremely favorable.

(2) The involvement of subordinates in the surveying process appears to have had a positive effect on the data collection process. Knowledge of the project was widely disseminated in school systems where SPED Directors took this approach. Information was also more detailed when teachers or coordinators were able to respond to items with which they were particularly familiar.

(3) The specialists distributed project literature to the school personnel whom they contacted. These handouts helped to explain the purposes of the project and facilitate communication with respondents.

(4) Since the instrument was not field-tested, a few items appeared unclear to respondents. Feedback on specific questions was provided by the program development specialists. Future use of the instrument should take into account their suggested changes.

(5) The only major gap in the data is the number of SPED students per grade for some schools. In a few cases, respondents listed student program classification totals by age groups without designating the totals per grade. Thus, target student populations for grade levels in some schools cannot be established at this time. These situations are noted later in the analysis section of this report. Each will be followed up and clarified as needed.

D. THE INSTRUMENT

The survey instrument (Appendix B) consists of eleven (11) categories of items. A companion document (Appendix C) provided follow-up questions which were used by program specialists to collect additional data for each section of the survey.

The following is a summary of the variables addressed in each section of the survey as well as a brief explanation of the purposes of each category of data.

1. Central Office (Section I of Survey)

1. Names of school systems
2. Superintendents, addresses, telephone numbers
3. Other key personnel at district level
4. Total number of students in system
5. Total number of SPED students in system
6. 502 classifications district wide
7. Schools in the district for grades 7-12
8. SPED student projections
9. Use of 94-142 and 94-482 monies
10. Roles of key contacts

District wide information will be useful in identifying key decision makers in individual school systems. Knowledge of actual titles and alternative roles of central administrators will enhance efforts to contact and inform those who must give support for the project.

Aggregate student numbers, present and projected, are necessary for long term project planning. A district's use of 94-482 and 94-142 funds should provide insights into its commitment to the career/vocational needs of SPED students.

2. Schools/Key Contacts (Section II of Survey)

Individual school names
Principals
Evaluation Team Leaders (ETL)
Other school contacts
Roles of school personnel
Parental roles

The names of schools serving students in grades 7 to 12, as well as the names of the principal, ETL and other important staff members, are necessary for project planning. Knowledge of individual roles will be helpful in choosing strategies for working with school staffs. Parents or parent groups may be important links to school personnel or programs, as well as employers in the community.

3. Students (Section III of Survey)

Total students per grade
SPED students by grade and 502 classification
Typical learning problems for students in each classification
Typical schedules
Instructional modifications for .1 students
Returning students } Reported as part of district
Demographics } wide data, Section II-A

This information is necessary in anticipating the needs of students by grade level in each school. Reasons for student classifications tend to vary among school systems.

The development of alternative assessment approaches depends upon a clear understanding of the student population being served. Knowledge of severely handicapped students who may be re-entering the school setting, as well as the presence of significant demographic factors, will influence the assessment strategies which are developed. Each student classification implies a generally unique scheduling format and thus is necessary for planning ongoing interventions in individual schools.

4. Staff/Per School (Section IV of Survey)

Total number of administrators, teachers, counselors and SPED teachers
Other specialists
Regular classroom teacher interactions with SPED
SPED students assigned to counselors
SPED teacher titles
Problems relative to career/vocational instruction/counseling for SPED students

Knowledge of staff numbers and responsibilities is required for selecting individual school teams and planning for in-service sessions. Communication will be enhanced by a clear understanding of titles and roles. Counselors and teachers with experience with SPED students may often be approached first in setting up project activities. In addition, expressed problems and issues relative to career/vocational education may be referenced when providing a rationale for project objectives in a particular school system.

5. Curriculum (Section V of Survey)

Career/vocational programs and courses
Special programs/extra curriculum programs
Barriers to SPED student participation
Career education and SPED students

Career/vocational related learning activities provide natural situations for structuring assessment approaches. Prevocational experiences are particularly related to whether or not SPED students can demonstrate career/vocational capabilities and interests. The extent to which school situations may serve as viable settings for vocational assessment will often depend upon whether or not a school system is willing to tolerate "barriers" - architectural, attitudinal, financial, etc. - to SPED students.

6. Resources (Section VI of Survey)

Career information centers (CIC)
Audio/visual equipment
Career/vocational related literature and films
Career/vocational media specific to SPED needs
Shops, labs, etc. which are career/vocational related
Library materials which are career/vocational related
Vocational assessment instruments/types used with SPED
Staff using resources
Locations in schools where resources are used

Schools which have a wide range of audio-visual equipment and career/vocational related media can potentially provide a richer environment in which to

conduct vocational assessment. Ready-made situations in the classroom will expedite the structuring of assessment approaches. Vocational assessment methods already being utilized can be incorporated into overall planning for SPED students.

7. Evaluation Team Process (Section VII of Survey)

Vocational assessment data in team evaluation process
Vocational staff in process
Determination of career/vocational objectives for IEP
Vocational program modifications for SPED
Follow up procedures

The format in which vocational assessment information is presented to the evaluation team should facilitate communication between parents, teachers, and other resource persons. Efforts to implement procedures for utilizing vocational assessment data will be easier in schools which already encourage participation of vocational instructors or administrators in the evaluation process, the development of IEPs and the follow up of placements. Likewise, schools which have experience with specific vocational program modifications for SPED students may be more inclined to pursue situation assessment data which will facilitate those changes.

8. General School Factors (Section VIII of Survey)

Age of school and physical layout
Physical barriers (see section V also)
Middle and junior high scheduling
Distances from high schools/vocational schools
Available transportation
Potential on-site work experiences

Knowledge of the school plant is necessary in planning various strategies for implementing situation assessment approaches. Student schedules may also influence decisions as to when and how specific assessment data may be collected. The locations of individual schools as well as available transportation between them will affect the extent to which in depth assessment procedures can be

implemented. Transportation considerations may also enter into decisions regarding the use of community resources for prevocational experiences. Finally, available on-site work experiences would create additional "situations" in which to conduct vocational assessment.

9. Community Programs (Section IX of Survey)

Special organizations or schools in community
Career/vocational related programs in community
Community active parent groups

The community may contain additional situations in which to assess SPED student's vocational interests and capabilities. Information concerning youth career exploration programs or work projects conducted in CETA agencies, the YMCA or other social agencies is helpful in planning a comprehensive approach to SPED vocational assessment in each school system. Key contacts in the community as well as members of parents groups could greatly facilitate the use of these alternative sites.

10. Employment Settings (Section X of Survey)

Predominant businesses/industries
Shopping centers
Medical facilities
Information on occupational trends

Employment settings in every community can potentially serve as situations for assessment, exploration and training. The occupational content of assessment approaches as well as career/vocational instruction will be influenced by career options which are available in a community and its particular region.

11. Career Cluster Selections (Section XI of Survey)

List of USOE career clusters
Examples of typical occupational categories in each cluster
Space for indicating cluster priorities

Orienting school personnel to career/vocational considerations is important in implementing a comprehensive assessment system. Assessment and instructional content must be related to realistic occupational information. School staff should be involved in the selection of career areas in which to develop assessment and instructional activities. Their opinions, along with an analysis of school resources, occupational trends, and student needs and interests, are necessary to insure that these decisions are appropriate. Section XI provides a first step toward opening up dialogue between project staff and SPED personnel concerning career areas which should be stressed. However, final decisions will not rest upon these responses exclusively.

E. THE FILE STRUCTURE

Survey data for the Assabet and Blackstone regions are stored separately. Files for each vocational school and each of the school systems in its region have been established. The files contain:

1. Raw survey data including responses to the items on the formal instrument plus interview notes collected by the program specialist.
2. Brochures and other literature describing the schools, their programs, and their staffs.
3. Information on occupational trends in each area.
4. Miscellaneous background information for each community including maps, brochures, etc.

These files, maintained at the project office in Northborough, will be available for continuous use for the duration of the project.

Section II contains an analysis of the eleven survey categories. In reading this portion of the report, the reader will be assisted by referring back to the previous section (I-D) for listings of variables as well as to the appendix which contains the actual survey instruments.

ASSABET REGION

	District	Superintendent	Special Education Administrators	Other Key Contacts
1.	ASSABET REG. VOC./TECH.	Mr. David Tobin Supt./Director	Paul Blass, SPED Dir. (also ETL)	Stephen Pronovost SPED Afternoon Program
2.	HUDSON (2 schools, 6-8, 9-12)	Mr. Joseph Mulready	Susan King Acting SPED Adm.	No name given
3.	MARLBOROUGH (2 schools, 7-8, 9-12)	Mr. Francis Kane	William Garr SPED Coordinator	John Tully School Adjustment Counselor James Ford Career Coordinator
4.	MAYNARD (2 schools, 6-8, 9-12)	Mr. Peter Delmonico	George Lemire Asst. Supt., SPED Dir.	Eileen Lynch School Psychologist
5.	SHREWSBURY (2 schools, 6-8, 9-12)	Dr. John Collins	Norman Limoges Director Pupil Personnel Services	Lynn Page Adjust. Counselor Marjorie Brewer School Psychologist
6.	WESTBOROUGH (2 schools, 7-8, 9-12)	Dr. Edward Kelleher	Earl Baker Director Pupil Personnel Services	School Psychologist (No name given)
7.	*NORTHBOROUGH/SOUTHBOROUGH	Mr. Dennis DiSalvo	Coordinator for each sub-unit (see key contacts)	Jack Sullivan SPED Dir. Northborough Gerald Kupperschmidt SPED Dir. Southborough Perry David SPED Algonquin
8.	BOYLSTON/BERLIN (TAHANTO) (1 school, 9-12)	Dr. Edgar Craver	Michael Dubrule SPED Director	No name given

* For the purposes of this report Northborough and Southborough have been lumped into a single district (see Section I-B for further explanation)

BLACKSTONE REGION

	District	Superintendent	Special Education Director	Other Key Contacts
1.	BLACKSTONE REG. VOC./TECH. (1 school, 9-12)	Mr. Eugene Picard Supt./Director	Peter Riordan SPED Coordinator	Bud Laughlin, Dir. of Guid. John LeBrun, Ass. Dir.
2.	BLACKSTONE/MILLVILLE (1 school, 7-12)	Mr. Thomas Cullen	Fr. Anthony Marteka SPED Administrator	Aldo Checci, Dir. of Guid. Mary Bouley, Sch. Psych.
3.	DOUGLAS (1 school, 7-12)	Mr. Charles Loverin	Donald Johnson SPED Administrator	Ray Hurley, Sch. Psych.
4.	HOPEDALE (1 school, 7-12)	Mr. Donald Hayes	Same	Robert Pagnini, Dir. of Guid. Joseph Renda, Counselor
5.	NORTHBRIDGE (1 school, 7-12)	Mr. Harry Simonian	Same	Mary Halpin, Counselor Wayne Krause, Team Pers. SPED
6.	GRAFTON (2 schools, 1-8, 9-12)	Dr. Kenneth Grew	Anthony Cipro SPED Administrator	Enoch Malkasian, Guid. Skip Holland, Work-Study Coord.
7.	MILFORD (2 schools, 6-8, 9-12)	Dr. James J. Buckley	Paul Weiner SPED Administrator	Susan Taylor, Sch. Psych William Conners "
8.	MILLBURY (2 schools, 6-8, 9-12)	Dr. Alfred Sylvia	Harry Loso Director Spec. Services	Wm. Cunning, Dir. of Guid.
9.	SUTTON (2 schools, 6-8, 9-12)	Mr. Gordon Spence	Beverly Brown SPED Administrator	Sue Erikson, Counselor Louise Deanne, SPED Pre. Voc.
10.	UXBRIDGE (2 schools, 5-8, 9-12)	Mr. William Clarke	James McAuliffe In charge of SPED	Richard Sullivan, Occ. Ed. Coord. Jeanne Poulin, Sch. Psyc
11.	BELLINGHAM	Mr. Anthony Minichiello	Paul Primavera, Director SPED Services	Stanley Hamilton, Dir. Guid. Frank Connor, Sch. Psych
12.	MENDON/UPTON (NIPMUC)	Dr. Charles Hand	Mary Ellen Gray, Director Pupil Per. Serv.	Gordon Merten. Guid. Steven Gressak, Guid.

ASSABET REGION

School District	Total Student Population	% of Total Pop.	Total SPED Pop.	SPED Population by Placement Prototype .1	.2	.3	.4	.5	.6	.7	.8
		%									
1. ASSABET VALLEY TECH.	1545	10.4	162	25	123	8	2	0	1	3	0
2. HUDSON	3480	11.0	386	18	270	38	37	10	3	2	8
3. MARLBOROUGH	6033	9.4	570	18	328	46	128	23	7	10	10
4. MAYNARD	1875	12.9	242	11	158	19	31	8	10	1	4
5. SHREWSBURY	4407	11.3	502	0	407	18	36	16	16	2	7
6. WESTBOROUGH	3033	9.3	284	2	191	31	42	3	2	3	10
7. NORTHBORO/SOUTHBORO (ALGONQUIN)	3549	17.4 N	343	4	289	16	15	6	1	0	12
		S	180	18	132	9	5	3	4	1	8
		A	95								
8. BOYLSTON/BERLIN (TAHANTO)	526	12.5	66	0	41	11	13	0	1	0	0

BLACKSTONE REGION

School District	Total Student Population	% of Total Pop.	Total SPED Pop.	SPED Population by Placement Prototype								
				.1	.2	.3	.4	.5	.6	.7	.8	
		%										
1. BLACKSTONE VALLEY TECH	775	7.4	58	12	34	11	1	0	0	0	0	
2. BLACKSTONE/MILLVILLE	987	8.3	82	0	46	18	15	1	1	1	0	
3. DOUGLAS	769	13.0	103	4	74	19	3	2	0	0	0	(1-.9)
4. HOPEDALE	805	6.0	52	0	30	14	8	0	0	0	0	
5. NORTHBRIDGE	2336	13.2	310	10	191	28	55	5	3	7	11	
6. GRAFTON	2191	8.7	191	24	119	17	20	5	1	2	3	
7. MILFORD	4795	9.5	459	8	335	40	56	8	2	3	7	
8. MILLBURY	2425	12.4	303	16	192	52	20	8	0	7	8	
9. SUTTON	No data		179	10	90	31	22	3	2	0	21	
10. UXBRIDGE	1600	9.	145	0	86	18	27	4	1	3	6	
11. BELLINGHAM	3589	14.1	538	0	426	48	30	18	6	2	8	
12. MENDON/UPTON (NIPMUC)	1402	13.7	193	4	150	19	7	8	0	1	4	

SECTION II ANALYSIS OF ELEVEN SURVEY CATEGORIES

A. CENTRAL OFFICE (Section I of Survey)

1. Upper Level Administration and Key Contacts

Charts 1 and 2 contain listings of superintendents, special education administrators, and key contacts for Assabet and Blackstone Regional Vocational Schools and the school districts which they serve. Some are located in separate facilities in the district, others have offices in schools.

In most systems a separate position exists for the administration of special education. The two exceptions, Northbridge and Hopedale, are small systems in which the superintendents assume that role.

A variety of titles are used - Special Education Coordinator, Director of Pupil Personnel Services, Director of Special Education, etc. - and in a few cases the administrator of special education also has other responsibilities.

Key contacts for the career/vocational assessment project include mostly guidance coordinators and school psychologists.

Addresses, telephone numbers, and other miscellaneous information on central administrators are contained in the files.

2. Student Populations

The total student populations, the total special needs populations, and the breakout of special needs students by placement prototypes (.1, .2, .3, etc.) for the school districts in the Assabet and Blackstone regions are given in charts 3 and 4.

Assabet: The range of total students for the Assabet district is 1875 (Maynard) to 6033 (Marlborough). Boylston/Berlin's figures only include grades 7-12 at Tahanto.

The Northborough/Southborough district, despite having the third largest total school population in the region (3549) has the largest population of special needs students (618), approximately 17% of the total student body. Of the remaining districts, Maynard has the highest percentage, 12.9%, and Westborough the smallest, 9.3%. National and state estimates place the expected special education population

at approximately 10%. The comparatively high numbers in Northborough/Southborough are apparently due to early intervention programs in the Northborough system. Since grade by grade data is not available at this time (see Section C), whether or not the special education population is skewed to the elementary grades cannot be determined.

In general, Assabet districts have assigned their special needs population to the .2 placement prototype. Shrewsbury and Northborough/Southborough, in fact, have over 80% of their students in this category. Marlborough has the smallest percentage of .2 placements (57.5%), but has the highest percentage (22%) of .4 students and the most (46) .3 students.

The range for .1 placements is 0 (Shrewsbury and Tahanto) to 22+% (Northborough/Southborough.) 15% of Assabet Regional SPED students are in the .1 classification.

Blackstone: The range of total students for the Blackstone region is 769 (Douglas) to 4795 (Milford). Bellingham has both the largest absolute number of special needs students (538) and the largest percentage (14.9%). Hopedale has the smallest absolute number of special needs students (52) and the smallest percentage (6%).

As with Assabet, the Blackstone districts have assigned the greatest percentage of their students to the .2 placement category. Most districts have between 60% and 70% .2 placements, with Bellingham (79.1%) and Mendon/Upton (77.7%) approaching 80%. Sutton (50.2%) and Blackstone/Millville (56.0%) have the lowest percentages of .2 placements, but both have relatively high percentages of .3 and .4 students for their sizes.

Milford (56) has one more .4 placement than Northbridge (55). Millbury (52), Bellingham (48), and Milford (40) have the highest number of .3 placements.

Blackstone Region schools also have a wide range of .1 placements - zero to 24.

A survey of Charts 3 and 4 reveals that:

1. Blackstone Valley Tech has 3% fewer special needs students than Assabet Valley Tech.
2. Blackstone districts are generally smaller than Assabet districts but include two of comparable size - Milford and Bellingham.

3. Except for Northborough/Southborough the special needs percentages in Assabet are more consistently similar (range 9.3-12.5) than in the Blackstone region (range 6,0-14.9).
4. In both regions most special needs students are found in the .2 classification.
5. Among all districts in both regions, only Marlborough (22%) exceeds twenty per cent for placements in a non .2 category.

3. Significant Demographics:

No comments were made concerning socio-economic factors in the Assabet districts, many of which appear to be relatively affluent to upper middle class communities.

Six of the 11 Blackstone districts commented on the demographics of their communities. Blackstone/Millville, Millbury, Sutton, and Uxbridge all identified "pockets of poverty" and unemployment problems. Milford was described as having 1) a large Spanish and Portuguese population and some Blacks, and 2) some blue collar workers but "mostly white collar". Bellingham reported having a significant French speaking population near its Rhode Island border and a transitory population in its northern section.

Based on the survey follow-up interviews and market analysis data, the Blackstone region appears to be less affluent and more diversified racially and ethnically.

4. Projections:

Most districts in each region reported that they expect no significant increase or decrease in SPED population during the next 2-5 years. The exceptions:

1. Blackstone Valley Tech, 40% increase.
2. Douglas and Northbridge, slight increases.
3. Hudson, "decrease", Maynard, "increase".

5. Use of 94-142 and 94-482 Funds:

Assabet: No data was reported for Assabet Valley Tech. Of the seven districts in the region, three reported spending "142" monies on career/vocational related

programming. Other uses included teachers' salaries and resource room materials. Of the three districts receiving "482" monies, two reported using them to support project MOVE. The third recipient also reported using these funds for special needs students.

Most career/vocational related spending appears to have been done at the high school level and no vocational assessment related activities appear to have been initiated with either "142" or "482" funds.

Blackstone: All Districts including the vocational school reported their use of both "142" and "482" funds. Only one district (Millbury) reported using "142" monies for career/vocational related programming.

Blackstone/Millville did not receive "482" funds and Douglas reported receiving an insignificantly small amount. Most of the remaining districts report using this money for projects which include special needs students.

In comparison to the Assabet districts, more career/vocational programming has been initiated for secondary special needs students. Yet, in this district, as in Assabet, no systematic vocational assessment approaches appear to have been initiated using these funds.

B. SCHOOLS/KEY CONTACTS/PARENT GROUPS (Section II of Survey)

1. Schools, Principals, Contacts

Charts 5 and 6 contain listings of all schools in the Assabet and Blackstone Regions which potentially may be involved in the present assessment project. Names of principals, team evaluation leaders, and other key contacts are also included in the charts. Addresses, telephone numbers, and other miscellaneous information can be found in the file folders for each district.

As is evident in the charts, the Evaluation Team Leader (ETL) may be the principal, who has legal responsibilities under 766 regulations, or any number of designees of the principal e.g., guidance counselor, director of pupil services, special education administrator. Clearly some staff members have several interlocking roles.

Key contacts at the school level are most often resource room teachers, directors of special programs or guidance counselors.

2. Parent Groups

Respondents were asked about parents as follow-up to Section II, and also in question 3 of Section IX (see chart for that section showing active parent groups.

Assabet: Valley Tech and six of the seven school districts report active parent advisory groups or committees. Westborough Junior High and Woodward Middle School are the only schools which do not have parent groups.

Marlborough, Shrewsbury and Northborough Middle School indicated that advisory groups specifically for special needs issue were in operation. The Shrewsbury group has requested vocational assessment for its children. The data is not clear as to whether or not the other groups also cover special education.

Blackstone: The twelve respondents, including Valley Tech, break out as follows:

Parent groups not active or semiactive	4
Parent groups active but no SPED referenced	4
Parent groups for SPED	4

The systems with no parent advisory committees are: Valley Tech, Douglas,

and Blackstone/Millville. Bellingham reports having a semi-active group which responds only to "serious" issues. Hopedale is the only system which clearly excluded special needs as a concern of its parent group.

The four systems that referred specifically to special education were Milford, Millbury, Grafton and Uxbridge.

Neither region appears to be more heavily involved in parent participation, but several school systems in each district stand out. In both regions, the districts which indicated the presence of parent groups specifically for special education were among the largest by SPED population. This observation tends to support the notion that the larger the number of special needs students served by a district, the more likely it is to have a parent group which deals primarily with special needs issues.

ASSABET REGION

Schools (14)	Principal	Evaluation Team Leader (ETL)	Other Key Contacts
Hudson H.D.	John Stapelfield	Susan King, Act. SPED Adm.	No data available
JFK Middle School	David Quinn	Amy White, Counselor	No data available
Marlborough H.S.	Francis Kane	Sandra Charette	Joanne Pourier, Sch. Psych.
Marlborough Jr. H.S.	James Toohey	No data available	Bob Beradino, Guid. C.
Maynard H.S.	Kenneth Abbott	Don Cranston	Jerry Fanning, SPED T.
Emerson/Fowler Jr. H.S.	Richard Morse	Diane Campbell	Chet Leonard, Guid. C.
Shrewsbury H.S.	Theodore Lekas	Anthony Manzello, SPED Adm.	No data available
Shrewsbury Jr. H.S.	Thomas Bannon	Daniel Hassett	Judy Delsignore, SPED Res.
Westborough H.S.	J. Robert Vail	Earl Baker, Dir. Pup. Serv.	No data available
Westborough Jr. H.S.	Robert Dymek	Bob Poole, Guid. C.	Pat Horgan, Res. Rm. T.
Algonquin Regional H.S.	Carroll Paine	Perry Davis, SPED Adm.	No data available
Northborough Middle School	Joseph Capalbo	Arthur Mulrain, Guid. C.	John Driscoll
Southborough-Woodward Middle School	Robert Rosenbladt	Anthony Teso	No data available
Tahanto Regional H.S.	John Gibbons	Michael Dubrules, SPED Adm.	Myrtle Thurston, Res. Rm.

BLACKSTONE REGION

Schools (2)	Principal	Evaluation Team Leader (ETL)	Other Key Contacts
Blackstone/Millville Regional H.S.	Anthony Neri	Phyllis Fitzgerald	Jack Lemay
Douglas Memorial H.S.	Norman Michaud	Ray Hurley	Donald Johnson
Hopedale Jr.-Sr. H.S.	Albert Sayles	Joseph Renda	Deborah Carnaroli
Northbridge Jr.-Sr. H.S.	Edward Riley	John Harris	Wayne Krause
Grafton Memorial Sr. H.S.	Raymond Lemay	Stephen Lindberg	Peter Lynch
Grafton Center Elementary School (6-8)	John Gorman	James Cawley	Margaret Terrell
Millbury Memorial H.S. (9-12)	Donald Drake	Harry Loso	Richard McGrail
Shaw Memorial M.S. (6-8)	Daniel Carmody	Diane Nicoli	Gerald King
Sutton Memorial H.S.	Edward Grant	William Sneed	Louise Deane
Sutton Middle School	John Koliss	Eileen Samara	Kathy Romasco
Uxbridge H.S.	Kent Bailey	Dennis Forget	Richard Sullivan
Whitin Intermediate School (5-8)	John Hassett	Jane Clark	Robert Moffatt
Milford High School	John Pagnani	Louise Lipsitz	Thelma Barkin
Milford Middle School (6-8)	Michael Brita	Thomas Jump	Paul Weiner
Bellingham Memorial Jr.-Sr. H.S.	Roger Canestrari	Pauline Ladouceur	Don Smith
Stall Brook Elem. (K-7)	These schools not pursued in survey		
Macy "			
Assumption Public "			
Nipmuc Regional H.S.	Anthony Gulla	Bonnie Laudon	Felice Shechtman
Miscoe Hill Middle School	William Milligan	Janice Nargi	Deborah Hebert

C. STUDENTS (Section II of the Survey)

1. Special Needs Students, Per School, Per Grade

Charts 7 and 8 contain figures for total school populations, total special needs populations and special needs students by grade level for all schools in the Assabet and Blackstone regions.

Assabet: Unfortunately, most of the date for this region is incomplete. Figures by grade were generally not provided. Instead, totals by age were given. Data of the latter type is not very useful in developing programs designed for specific grades, i.e., 7 and 8 or 9-12, as is the intent of the present project. This data will need to be clarified on a school by school basis during the latter days of Phase II.

Blackstone: The tremendous range of district sizes in this region is clearly reflected in Chart 8. Milford High School, Bellingham Memorial and Northbridge Jr.-Sr. High School all have over a thousand students, over one hundred of which have special needs. Hopedale Jr.-Sr. High School and Douglas Memorial High School each has less total population than each of the middle schools in three other districts - Milford, Millbury and Uxbridge. Special needs populations per school tend to vary disproportionately, however. Douglas, for example, has only 15 more students than Hopedale and yet it has 2 1/3 times more special needs students.

Grade by grade deviations are clearly evident for two of the schools, e.g., Blackstone/Millville Regional and Uxbridge High School.

More indepth analyses may be done on this data as well as the data in Charts 9 and 10 which contain further breakdowns of SPED classifications by grade. This will be done as project operations require specific student data per school.

2. Typical Learning Problems/Scheduling of .2, .3, and .4 Students

Only a few respondents in each region used specific behavioral terms to describe the typical learning problems of special needs students in their schools. Terms such as "perceptual problems", "psychological problems", "emotional difficulties", "poor math or reading skills", "unmotivated" and "slow learner" predominate. Three surveys did include responses such as "disorganized approach to

tasks" and "unable to draw meaning from context".

Often, the same descriptions were used for .2, .3, and .4 students. Given this lack of specificity, one is unable to discriminate between learning problems of students in one classification versus another.

Only three of the seven Assabet districts and four of eleven Blackstone districts responded to questions regarding scheduling. These responses tend to restate, in terms of class titles, the intended scheduling patterns of 766 regulations. For example, in one district, .2 students are described as attending all regular classes except reading; .3 students spend 60% of their time in the resource room and the rest are mainstreamed in non-academic classes; and, .4 students spend most of their time in the resource room with 1-2 periods of very limited mainstreaming in physical education or industrial arts. 766 regulations call for:

a. $\leq$ 25% out of regular classroom for .2 students
b. $\leq$ 60% out of regular classroom for .3 students
c. $\leq$ 100% out of regular classroom for .4 students

In general, special needs students in low classifications tend to be scheduled out of academically oriented classes (e.g., math, reading, English) first, and special needs students in high classifications tend to be scheduled into non-academically oriented classes (home economics, industrial arts, physical education) first.

3. Modification for .1 Students

Less than 50% of respondents among the Assabet/Blackstone regions provided examples of modifications for .1 students. Several schools assign extra tutoring, some use modified tests, shortened assignments, oral exams and alternative learning materials such as cassettes. One school reported making accomodations in its grading system.

SCHOOLS/ASSABET REGION	Total School Population	SPED Total	SPED Students Per Grade						
			6	7	8	9	10	11	12
Hudson H.S. JFK Middle School	No Data Received 520	106	Data Not Appropriate						
Marlborough H.S. Marlboro Jr. H.S.	No Data Received 975	101		66	35				
Maynard H.S. Emerson/Fowler Jr. H.S.	No Data Received 427		Data Not Appropriate						
Shrewsbury H.S. Shrewsbury Jr. H.S.	No Data Received 718		Data Not Appropriate						
Westborough H.S. Westborough Jr. H.S.	No Data Received 440	38		23	15				
Algonquin Regional H.S. Northborugh Middle School Southborouth-Woodward Middle School	1150 653 457	95 45	Data Not Appropriate Data Not Appropriate 17	18	10				
Tahanto Regional H.S.	No Data Received								

Special Needs Students
By Grade - Assabet Region

SCHOOLS/BLACKSTONE REGION	Total School Population	SPED Population	SPED Students Per Grade						
			6	7	8	9	10	11	12
Blackstone/Millville Reg. H.S.	987	77	0	5	7	18	20	17	10
Douglas Memorial H.S.	405	42	9	9	9	8	5	2	0
Hopedale Jr.-Sr. H.S.	390	18	0	4	5	4	1	2	2
Northbridge Jr.-Sr. H.S.	1077	127	15	18	24	23	16	15	16
Grafton Memorial Sr. H.S.	632	44				8	12	13	11
Grafton Center Elem. School	386	24 (7 & 8 only)		16	8				
Millbury Memorial H.S.	675	45				11	13	7	14
Shaw Memorial M.S.	599	53	23	19	11				
Sutton Memorial H.S.	362	19				11	1	3	4
Sutton Middle School	328	42	12	19	11				
Uxbridge H.S.	487	36				5	16	7	8
Whitin Intermediate School	485	Data Not Appropriate							
Milford H.S.	1385	104				37	26	25	16
Milford M.S.	1141	120	42	42	37				
Bellingham Memorial Jr.-Sr. H.S.	1353	89			18	23	20	13	15
Stall Brook Macy Assumption Public	576	113	68	45					
Nipmuc Regional	511	48				11	13	10	14
Miscoe Hill M.S.	367	38	16	9	13				

Special Needs Students
By Grade - Blackstone Region

ASSABET REGION

School	Total SPED	6 .1 .2 .3 .4	7 .1 .2 .3 .4	8 .1 .2 .3 .4	9 .1 .2 .3 .4	10 .1 .2 .3 .4	11 .1 .2 .3 .4	12 .1 .2 .3 .4
Assabet Voc.	158				(58) 12 44 2	0(43)9 30 4	0(31)5 24 2	0(26)2 23 0 1
Hudson HS	NO DATA							
JFK Middle	106	(39) 6 27 2	0(34) 1 22 6	5(33) 0 27 2	3			
Marlboro	NO DATA							
" Jr. HS	101		(66) 1 41 4	17(35) 4 12 2	15			
Maynard	NO DATA							
Emerson	NO DATA							
Shrewsbury	NO DATA							
" Jr. HS	NO DATA							
Westboro	NO DATA							
" Jr. HS	38		(23) 0 12 11 3	(15) 1 9 4 1				
Algonquin	95				Data Not Appropriate			
Northboro	62		Data Not Appropriate					
Southboro	45	(17) 3 12 0	0 (18) 5 10 1	0 (10) 2 4 2 1				
Tahanto	NO DATA							

Breakout of Special Needs Students
by 766 Classification - Assabet Region

Chart 9

BLACKSTONE RECION

School	Total SPED	6 .1	6 .2	6 .3	6 .4	7 .1	7 .2	7 .3	7 .4	8 .1	8 .2	8 .3	8 .4	9 .1	9 .2	9 .3	9 .4	10 .1	10 .2	10 .3	10 .4	11 .1	11 .2	11 .3	11 .4	12 .1	12 .2	12 .3	12 .4
Valley Tech	53													(12)	3	6	2	1(16)	2	11	3	0(12)	3	5	4	0(13)	4	7	2	0
Bl/Millville	77					(5)	0	2	0	3 (7)	0	3	1	3(18)	0	11	2	5(20)	0	14	6	0(17)	0	9	6	2(10)	0	7	2	1
Douglas	41	(9)	1	7	1	0(9)	1	6	2	0 (9)	0	6	3	0(8)	0	7	0	1(5)	0	5	0	0(1)	0	0	0	1(0)	0	0	0	0
Hopedale	18					(4)	0	3	1	0 (5)	0	4	0	1(4)	0	2	1	1(1)	0	1	0	0(2)	0	1	1	0(2)	0	1	1	0
Northbridge	127	(15)	0	9	0	6(18)	0	17	0	1(24)	3	11	5	5(23)	1	13	4	5(16)	0	7	2	7(15)	0	6	7	2(16)	1	2	10	3
Grafton HS	44													(8)	1	3	3	1(12)	0	5	6	1(13)	6	5	2	0(11)	6	3	1	1
" Elem.	35	(11)	1	8	0	2(16)	3	10	3	0 (8)	1	5	2	0																
Milford HS	109	Ungraded (5)												(37)	2	24	5	1(26)	0	14	7	2(25)	1	21	3	0(16)	1	9	3	2
" Mid.	120	(41)	2	27	6	5(42)	1	34	4	2(37)	1	27	4	3																+
Millbury HS	45													(11)	0	3	6	2(13)	0	2	11	0(7)	1	0	5	1(14)	1	2	7	4
Shaw Mem. Mid.	53	(23)	1	19	0	1(19)	1	9	8	0(11)	0	5	1	5																
Sutton HS	19													(11)	0	9	2	0(1)	0	0	0	1(3)	1	1	0	1(4)	0	4	0	0
" Mid.	42	(12)	1	8	2	1(19)	2	10	6	1(11)	0	7	3	1																
Uxbridge HS	36													(5)	0	2	0	3(16)	0	14	0	2(7)	0	7	0	0(8)	0	5	2	1
Whitin Inter.	21	(7)	0	3	1	3(6)	0	3	1	2(8)	0	5	1	2																
Bellingham Stall Br. Elem Macy Assumption	202	(68)	0	60	6	2(45)	0	38	5	2(18)	0	12	6	0(23)	0	17	6	0(20)	0	14	2	4(13)	0	9	2	2(15)	0	12	3	0
Nipmuc	48													(11)	1	9	0	0(13)	1	9	0	2(10)	0	8	1	0(14)	1	9	4	0
Miscoe	38	(16)	0	13	0	1(9)	0	8	0	1(13)	1	11	0	1																

Breakout of Special Needs Students
by 766 Classification - Blackstone Region
Chart 10

D. STAFF (Section IV of the Survey)

1. Staff Totals

Charts 11 and 12 show totals for administrators, teachers, guidance counselors and special education teachers in Assabet and Blackstone region schools. Data for the elementary schools in Bellingham were not collected. Data for several high schools in the Assabet area were not reported. As the charts show, numbers of school personnel, including special educators, generally vary directly with the size of the school.

2. Teacher Interactions With Special Needs Students

Assabet: Seven of ten respondents indicated that regular classroom teachers have substantial interaction with special needs students. One of the three remaining respondents simply commented that the SPED students are "integrated". A breakdown of classes referred to by four of the seven affirmative responses is as follows:

School	I.A.	H.E.	Lang. Arts	Math	Science	Soc. Stud.	Reading	Art
1.	X	X	X	X	X	X		
2.	X	X			X			
3.			X	X			X	
4.								X

Non-academic teachers appear to have substantially more interaction with special needs students in three of four districts.

Blackstone: Only seven of the nineteen respondents answered affirmatively regarding the interaction of teachers with special needs students. As with Assabet, one of the "no's" also indicated that the students are "integrated". Courses referenced by five of the "yes" respondents are shown below:

School	I.A.	H.E.	Eng.	P.E.	Math	Science	Soc. Stud.	Reading	Art	Music
1.				X					X	X
2.			X		X		X			
3.	X									
4.			X		X	X	X	X		
5.					X	X	X			

Many of the academic offerings are for the purpose of providing remedial instruction for some students. The data for these districts seems to conflict with that given for Northborough. Here, more academic than non-academic teachers appear to have interaction with special needs students.

A careful analysis of these patterns should be done for each school considered for expanded development of project products in Phase III.

3. Counselors and SPED Students

Assabet: Four of ten respondents indicated that SPED students are assigned alphabetically to all counselors. The remaining six schools assign one or two specific persons to this population.

Only one of ten schools uses teachers (a resource room teacher) for formal SPED counseling services.

Blackstone: Sixteen of seventeen schools responding indicated that all counselors are assigned SPED students. Two schools assign students alphabetically, one assigns them by grade. The vocational school employs a consultant once a week.

4. SPED Teacher Titles

Nearly all schools in both districts use the title "Resource Room Teacher". Some additional titles reported include: learning disabilities (L.D.) tutor, generic teacher, adaptive P.E. (physical education), speech teacher, and special needs teacher.

ASSABET SCHOOLS

	Administrators	Teachers	Guidance Counselors	SPED Teachers
1. Valley Tech	8	134	6	4
2. Hudson- JFK Middle	2	38	2	3
High School	-	-	-	-
3. Marlboro- Jr. H.S.	2	85	4	5
Sr. H.S.	-	-	-	-
4. Emerson/Fowler Jr. H.S.	2	40	2	3
Maynard H.S.	-	-	-	-
5. Shrewsbury Jr. H.S.	1	43	2	2
Sr. H.S.	-	-	-	-
6. Westboro Jr. H.S.	2	35	2	2
Sr. H.S.	-	-	-	-
7. Northboro Middle School	3	48	2	3
Algonquin Regional H.S.	4	80	4	4
Woodward Middle School	1.4	28	1	1
7. Tahanto Regional H.S.	2	50	3	3.6

Staff Totals for Assabet Schools

Chart 11

BLACKSTONE SCHOOLS

		Administrators	Teachers	Guidance Counselors	SPED Teachers
1.	Valley/Tech	2	60	5	1
2.	Blackstone/Millville Reg. H.H.	2	57	4	4
3.	Douglas Memorial H.S.	4	22	2	4
4.	Hopedale Jr.-Sr. H.S.	2	35	3	1
5.	Northbridge Jr.-Sr. H.S.	3	73	3.3	4
6.	Grafton Memorial Sr. H.S.	2	46	3	1
	Grafton Center Elem. Sch.	2	24	1	1
7.	Milford H.S.	3	64	5	6
	Milford Middle Sch.	3	65	3	5
8.	Millbury Memorial H.S.	2	54	4	1
	Shaw Memorial Middle Sch.	1	41	2	3
9.	Sutton H.S.	1	21	1	1
	Sutton Middle Sch.	1	14	1	1
10.	Uxbridge H.S.	2	37	2	1
	Uxbridge Intermediate Sch.	1	27	1	1
11.	Bellingham H.S.	4 (Incl. Elem. Sch?)	78	6	8
	Stall Brook Elem (K-7)				
	Macy "				
	Assumption Public "				
12.	Mendon/Upton Nipmuc Reg. H.S.	2		2	2
	Miscoe Hill Middle Sch.	1	19	1	2

Staff Totals for Blackstone Schools
Chart 12

E. CURRICULUM (Section V of the Survey)

1. Carcer/Vocational Programs & SPED

Assabet and Blackstone Valley Vocational Technical Schools: Both of these schools provide a wide range of career/vocational programs covering fields such as auto body, culinary arts, graphic arts, electronics and plant maintenance. Assabet groups its shops into six clusters - creative, service, technical, mechanical, construction and post secondary. The latter group includes courses in practical nursing and dental assisting. Students at both schools are allowed to explore a number of programs in 9th grade before pursuing more indepth programs in 10th, 11th, and 12th grades.

Curricula at each school are periodically updated or expanded based on national, regional and local changes in business and industrial manpower needs. In 1979, for example, Blackstone conducted a survey of 300 employers located within a 20 mile radius of the school. The companies and facilities were broken out into four categories: manufacturers, health facilities, banks and insurance companies, and miscellaneous (stores, distributors, etc.). The employers were asked to indicate the job titles and the number of workers they felt would be needed in the future. Based on this survey and other manpower projections, Blackstone has set as a target for September, 1981, the introduction of the following vocational courses: Computer Science, Business Machines, Health Sciences, Baking, and Building/Grounds. The school also plans to expand its Electronics Machine Shop, Sheet Metal and Graphic Arts programs.

All of the programs offered at Assabet and Blackstone Valley Techs are open to SPED students who are enrolled. In addition, each school has a special afternoon program open to SPED students in local high schools. The Modified Extended Day Program (Project MOVE) at Assabet operates afternoons and offers training for entry positions in electronics, food trades, automotive services and machine operation. Blackstone's program, Optional Vocational Education Program (OVEP), runs from 3-5:30 P.M. daily and offers classes in auto reconditioning, auto service, baking, and building and industrial maintenance.

Respondents from both of the vocational-technical schools feel that they are barrier free.

Assabet Region: In contrast to the Blackstone region, the Assabet region schools appear to offer far less career/vocational programming beyond the traditional Industrial Arts and Home Economics curricula at both middle and senior

high school levels. Southborough and Westborough have some career education integrated into their middle school curricula. The Emerson/Fowler Middle School in Maynard offers an eight week career exploration unit to all eighth graders. Marlborough Junior High offers a wider range of Industrial Arts courses than any of the other schools in this region. At both the middle and high school levels, special needs students are mainstreamed in all programs.

At the high school level, all districts are involved with the MOVE program at Assabet Regional, but Marlborough appears to be the only school offering special career/vocational programs in-house. The E.B.C.E. (Experienced Based Career Education) program offers work shadowing for mildly handicapped students.

Most Assabet region high schools have work experience programs.

Blackstone Region: Districts in this region vary greatly in the career/vocational programs offered in their schools. All middle schools provide Industrial Arts and Home Economics. Most do not emphasize career/vocational education but some offer special programs. For example, the MOIS computer system is used at the Shaw Memorial Middle School in Millbury, and Milford Middle School is introducing the World of Construction in the fall of 1980. Blackstone-Millville Regional offers the World of Manufacturing at the 7-8 grade level. Milford Middle School also has a prevocational skills program administered by The Education Collaborative (TEC).

Some high schools such as Milford, Blackstone-Millville, Uxbridge, in the Blackstone region have a wide variety of career/vocational courses with the traditional Industrial Arts and Home Economics programs. A number of schools offer electronics and distributive education. Most high schools have work study programs.

Blackstone region high schools have a number of special career/vocational projects underway. Among these are: Project Shadowing at Nipmuc Regional, Project Direct at Bellingham High School, Project Career Choice at Hopedale High School, and Project Peakskill at Milford High School.

Taken as a whole, some districts appear to have a wider variety of situations in which assessment approaches may be developed.

2. Barriers to SPED Program Participation

Respondents for the 36 Assabet/Blackstone region schools overwhelmingly feel their schools are barrier free. The following exceptions were recorded:

Barriers	Number of Times Mentioned
Lack of Programs	4
Student's Disabilities	3
Physical (no ramps, lack of space)	3
Scheduling	1
Attitudes of Staff	1

F. RESOURCES (Section VI of Survey)

The comments below are based on the data summarized in charts 13 and 14.

1. Career Information Centers/Libraries

All twelve (of possibly fifteen) schools responding have career information centers (C.I.C.'s). Only four of the eighteen Blackstone schools have no C.I.C.'s. All schools in both regions have libraries. Only two of eleven Assabet responses and six of seventeen Blackstone responses were negative regarding the adequacy of career/vocational literature for SPED students.

2. Audio/Visual Equipment

Schools in both regions are well equipped. A lack of videotape equipment and camera film appear to be a problem in a handful of cases.

3. Career/Vocational Resources and SPED Students

All schools in both regions indicated that they have literature, films, filmstrips, and/or slides related to career/vocational education. Two schools admit to having a limited supply.

Career/vocational resources specifically for SPED students vary from school to school. Seven of eleven Assabet schools and seven of eighteen Blackstone schools indicated that they have none of these resources for SPED students.

4. Shops/Labs

Industrial arts and home economics shops are present in almost all schools. Industrial arts shops are predominantly wood, electrical and metal. Other shops represented include electronics, graphic arts, plastics and life studies.

As expected, high schools have a wider range of facilities, but some middle and junior highs are surprisingly well supplied. Biology, chemistry, and physics laboratories were not mentioned by any schools, presumably because they are not seen as career/vocational related.

5. Vocational Assessment and SPED

Assabet: Only two of the twelve respondents indicated that no vocational assessment instruments are used in their schools. All ten answering in the affirmative also say that the instruments are used for SPED students. The predominant instrument is the D.A.T. (Differential Aptitudes Test) which is presently used by all schools as part of the vocational school application process. Only a handful of other instruments are mentioned, all of which are paper and pencil oriented and measure aptitudes, achievement, and interests.

Blackstone: A majority of Blackstone schools (11 of 18) report using vocational assessment instruments. Nine of these schools use them with SPED students.

As with Assabet schools, the D.A.T. predominates as a vocational school requirement. Most of the remaining instruments are paper and pencil tests of achievement and interests. Two notable exceptions are the use of MOIS (Massachusetts Occupational Information System) in two schools and the use of hands-on exploratory materials provided by The Education Collaborative (TEC) in one other.

	C.I.C.	A/V	Career Voc.Lit.	SPED Resources	Shops/ Labs	Library	Adeq. Info.	Voc. Assess.	Instruments	Used w/ SPED Students
Valley Tech	NO DATA									
Hudson H.S.	NO DATA									
J.F.K. M.S.	Yes	No camera, film, video-tape	Yes	No	HE, IA, Art	Yes	No	Yes	DAT, Cal. Occ. Pref. Sys.	Yes
Marlborough HS	Yes	All	Yes	Skills Man. Job Seeking		Yes	Yes	Yes	CAT, TAP	Yes
Marlborough JR.	Yes	No film	Yes	No	HE, Wood & Metal, IA	Yes	Yes	No		
Maynard	Yes	All+	Yes	Yes	Metal, Wood, Metal, Sm. Eng. Rep.	Yes	Yes	Yes	Occ. Int. Serv., DAT	Yes
Emerson/Fowler	Yes	All+	Yes	No	IA, HE, Life Study	Yes	Yes	Yes	DAT	Yes
Shrewsbury HS	NO DATA									
Shrewsbury JR.	Yes	All	Yes	Yes	IA, HE, Wood & Metal	Yes		No		
Westborough HS	Yes	No sl. proj, No video	Yes	Yes	HE, IA	Yes	Yes	Yes	Kuder, DAT	Yes
Westborough JR.	Yes	No video, Overhead	Yes	Yes	Wood, Metal, HE	Yes	Yes	Yes	DAT	Yes
Algonquin	Yes		Yes			Yes	Yes	Yes	CAT, DAT	Yes
N'Boro Middle	Yes	All	Yes	Yes	HE, Crafts, Wood & Metal Mech. Draw.	Yes	"Some"	Yes	DAT	Yes
Woodward Mid.	Yes	All	Yes	No		Yes	No	Yes	DAT	Yes
Tahanto Reg.	Yes	No video	Yes	Yes		Yes	Yes	Yes	DAT	Yes

	C.I.C	A/V	Career Voc. Lit.	SPED Resources	Shops/ Labs	Library	Adeq. Info.	Voc. Assess.	Instruments	Used w/ SPED Student
Valley Tech	Yes	All	Yes	Yes	"Voc Sch"	Yes	Yes	Yes	DAT, Wechsler, GATB	Yes
Bl./Millville	Y-Guid.	All+	Yes	Informally	HE	Yes	Yes	Yes	CAT, DAT	Yes
Douglas HS	Yes	All	Yes	Yes	IA, HE	Yes	No	No		
Hopedale HS	Y (2)	All	Yes	Yes	HE, Graph Arts, Metal & Wood	Yes	Yes	Yes	CMI, DAT, Kuder, MVII, Str. Camp.	Yes
Northbridge HS	Yes	All+	Yes	Yes	HE, Wood & Metal	Yes	Yes	No		
Grafton HS	Yes	All+	Y-Limited	No	HE, Wood	Yes	No	Yes	Kuder	Yes
Grafton Elem.	Yes	All+	Yes	Yes	Art, HE, Wood & Metal	Yes	No	Yes	MOIS, Kuder	Yes
Milford HS	Yes	No camera of film	Yes	Yes	Bus., Food, Chld. Dev., Trade & Ind.	Yes	No	Yes	MOIS	Yes
Milford Mid.	No	All+	Yes	No	HE, IA	Yes	Yes	Yes	Tec. Coop.	N/A
Millbury HS	Yes	All+	Yes	Yes	Graph. Arts, Wood, Metal, HE	Yes	Yes	No		
Shaw Mid.	Yes	All+	Yes	Yes	Mech. Draw., HE, IA	Yes	Yes	Yes	Kuder, DAT	Yes
Sutton	No	Yes+	Yes	No	IA, HE	Yes		No		
Sutton Mid.	No	No video	Yes	No	IA	Yes	No	No		
Uxbridge HS	Yes	All+	Yes	Yes	IA, HE, Wood, Metal, Music, Electronics	Yes	Yes	Yes	DAT	N/A
Whitin Mid.	No	All	Y-Limited	No	IA, HE	Yes	No	No		
Bellingham	Yes	All	Yes	No	IA, HE, Wood, Elec.	Yes	Yes	No		
Nipmuc	Yes	All+	Yes	Yes	IA, HE, Sci.	Yes	Yes	Yes	DAT	Yes
Miscoe	Yes	All+	Yes	No	IA, HE, Wood,	Yes	Yes	Yes	DAT, Str. Camp.	Yes

G. EVALUATION TEAM PROCESS (Section VII in Survey)

1. Vocational Assessment and Team Process

Assabet: Five of eight respondents answered affirmatively in response to whether vocational assessment is collected as part of the team process. Methods used include the D.A.T., a rehab checklist, informal assessment using checklists from Assabet Vocational, and a special 766 form. Also used were other forms of testing (not specified).

Blackstone: Only seven of eighteen schools report using vocational assessment as part of the team evaluation process. Most of the affirmatives indicated that informal interviews and checklists were used. One school reported using a formal instrument (Kuder), one used only its team evaluation forms, and another only did this type of assessment when parents requested it.

In general, vocational assessment procedures for special education students in both the Assabet and Blackstone regions appear to be either nonexistent or very informal and unsystematic. In any case, methods presently employed are probably unreliable and invalid.

2. Presence of Vocational Staff Person

In the Assabet region only two schools report the involvement of a vocational person in the evaluation process. Eleven of the Blackstone schools answered affirmatively.

3. Determination of Career/Vocational Goals and Objectives

Assabet: Two schools responded to this question. One indicated that a SPED teacher of guidance person sets the goals and objectives; the other school named the resource room teacher.

Blackstone: Ten schools responded. Of these, five schools specified that vocational teachers set goals and objectives for SPED students. Others named the ETL, a prevocational teacher, a TEC counselor, and a vocational counselor at Blackstone Valley Vocational School.

4. Vocational Program Modifications

Six of eight Assabet schools report that modifications have been made to accomodate SPED students in vocational programming. Exactly half of the Blackstone schools (9) reported making modifications.

When the data in Section VII of the survey is viewed collectively for each school, some interesting trends begin to emerge. For example, two Assabet schools - JFK Middle School in Hudson and Northborough Middle School - are the only schools for which it can be stated that: a) vocational assessment is used as part of the team evaluation process, b) some form of vocational assessment is used as part of the team evaluation process, c) a vocational staff person is involved in the process, and d) modifications in vocational programming have been made for SPED students as a result of the process.

This statement can also be made for Grafton Elementary and Uxbridge High School. Similar relationships may also be drawn for two or three other schools in the Blackstone area. Factors such as these should weigh heavily in subsequent selections of participating schools.

H. GENERAL SCHOOL FACTORS (Section VIII of Survey)

General factors for Assabet/Blackstone schools are listed in Charts 15 and 16.

1. Age/Floors

Assabet: No data is presently available for Valley Tech or six of the seven high schools. Based on available information, one school is over 100 years old. All of the rest are between 10 and 25 years old inclusive. Two schools have two floors and five have three.

Blackstone: Schools in this region range in age from brand new to over eighty-five. At least 15 have been built or annexed in the past 30 years. Over half of these schools have one or two floors, the rest have three floors, except for one which has four.

2. Scheduling and SPED (.3 and .4) Homerooms

This question yielded a variety of responses including references to the number of periods in a day, their length in minutes, block versus mixed scheduling, and regular versus modular scheduling. The Blackstone schools, in particular, represent a range of alternatives in their approach to this issue.

Only two of eight schools responding from the Assabet area do not assign .3 and .4 SPED students to regular homerooms. Likewise, only two of eighteen in the Blackstone area do not follow a policy of homeroom integration.

3. Physical Barriers

All (7) of the Assabet respondents identified the presence of stairs as a physical barrier in their schools. Eight of seventeen Blackstone schools were regarded as barrier-free. The remaining nine show the presence of stairs as a physical barrier.

4. Distances - From High Schools, From Vocational Schools

Of the seven middle or junior high schools in the Assabet region, none is

more than 10 miles away from its high school. One is five miles away and the remaining four are a mile or less away. The median distance from their high school is 7.5 miles. (One district includes its 7th and 8th grades as part of a 7-12 school.) None of these schools is more than 13 miles from Assabet Valley Tech. The median distance of the middle schools from the vocational school is 9.0. The only reporting high schools are eleven and nine miles from the vocational school.

Of the five middle and junior high schools in the Blackstone region, none is more than 2 1/2 miles from its local high school. One middle school is attached to the high school. Five districts have 7-12 schools and one is an 8-12 school. The middle school furthest from the vocational school is 15 miles away. The rest are no more than seven miles. The median distance for middle/junior high is 7.0 miles. One high school is 20 miles from the vocational school, another is 12 miles away. All the rest are a distance of 10 miles or less. The median distance for all high schools is also 7.0 miles.

ASSABET REGION

	Age	Floors	Scheduling	Homerooms	Physical Barriers	Dist. From HS	Dist. From Voc. Sch.
Valley Tech	No Data						
Hudson H.S. J.F.K. Mid.	No Data		7 cl. periods, 6 day schedule	Reg. Homerooms	Stairs, No elev. or ramps		2 miles
Marlboro HS Marlboro JR.	No Data 24 years	3	By computer	Reg. Homerooms	Stairs	1/2 mile	3 miles
Maynard HS Emerson/Fowler	No Data 100+	3	Very confusing schedules	Reg. Homerooms	Completely renovated-deep stairs	1/2 mile	11 miles
Shrewsbury HS Shrewsbury JR.	No Data 16 years	3		Reg. Homerooms	Ramps-1st fl. Stairs to 2nd	Next door	13 miles
Westborough HS Westborough JR.	No Data 23 years	2	Alternate day sch.-sub. blocks rotating (A,B days)	Reg. Homerooms	No elev. or ramps	Less than 1 mile	11 miles
Algonquin N'Boro Mid.	No Data 10 years	3	Various	Sep. rooms for attend.	None-have elev. & ramps	5 miles	9 miles
Woodward Mid.	25 years	3	Mixed groups	Res. Rm.	No ramps, stairs	10 miles	9 miles
Tahanto Reg.	16 years	2	Hmrms. mixed, honors, prep, general	Reg. Homerooms		N/A	11 miles

General School Factors

BLACKSTONE REGION

	Age	Floors	Scheduling	Homerooms	Physical Barriers	Dist. From HS	Dist. From Voc. Sch.
Valley Tech	14 years	2	8 per. academics(45min) shop per. all day	Integrated	None		N/A
Bl./Millville	10 years	2	55 min. per.-6 per.	Reg. Homerooms	None	N/A	10 miles
Douglas HS	55 years, Add. 1958	3	Reg. 7 per day Mixed every period	Reg. Homerooms	"Multi- barriers"		12 miles
Hopedale HS	"3 sec- tions"	2	Mixed groups on a modular schedule	Reg. Homerooms	Stairs		6 miles
Northbridge HS	Jr. HS late 20's. Orig. 1906	2/3		Reg. Homerooms	Stairs		3 miles
Grafton HS	13/14 yrs	2		Reg. Homerooms	Stairs		8/9 miles
Grafton Elem.	11 years	2	Dept. Sched. Ind. Sch.-44 per. 7 a day	Reg. Homerooms	Stairs, no elev.	1 mile	5/7 miles
Milford HS	6 years	3		3 Reg. 4 Sep.	Barrier-free		7 miles
Milford Mid.	Main 1900/ 34, St. Mary 1923/60	4 & 3	47 min. per. (7) 6 day cycle	Reg. Homerooms	Stairs	1 mile	7 miles
Millbury HS	30 yrs. Add. '79	2		Integrated	None		7 miles
Shaw Mem. Mid.	5 years	1	Block Schedule	Reg. Homerooms	None-1 story	2 1/2 mi.	15 miles
Sutton HS	30 years	3		Reg. Classrooms	Stairs, no ramps		10 miles
Sutton Mid.	26 years	1	Block Schedule	Reg. Homerooms	None	200 feet	10 miles
Uxbridge HS		3		Reg. Homerooms	Stairs, no elev.		4/5 miles
Whitin Inter.	11 years	2	Indiv. Sched.	Mainstreamed	Stairs, "	1 mile	4 miles
Bellingham HS	14 years	3	7 per.-43 months	SPED Rm.No Hmrms.	None		20 miles
Nipmuc Reg.	20 years	1	7 per day, 6 day cy.	Reg. Homerooms			5/6 miles
Miscoe Hill Md.	Open 9/80	2	Flexible Sch.	Reg. Homerooms	Barrier-free	Att. to HS	3 miles

I. COMMUNITY PROGRAMS (Section IX of Survey)

Data for this section was not available for Assabet Valley Tech. However, since it is located in Marlborough, information for that community should apply to the vocational school. Listings for the Assabet/Blackstone regions are contained in Charts 17 and 18.

1. Career/Vocational Related Programs

Assabet: All districts mentioned at least one program operating in another school or agency in the community. The list includes CETA agencies, collaboratives, vocational schools, Mass. Rehabilitation Commission (MRC), an alternative high school, and two special projects.

Blackstone: The vocational school and two districts did not provide a listing for this section. The remaining nine districts mention at least one program. Included in this list are collaboratives, a rehabilitation center, vocational schools, the Boy Scouts, and a career education center.

2. Special Organizations or Schools in the Community

Added to the previous list of Assabet community organizations are a regional mental health center and a private school.

Blackstone schools augmented their listings with agencies such as a youth guidance center, an adult counselling service, and two CETA groups.

All of the above named programs and organizations may potentially serve as sites for vocational assessment of special needs students. Accessibility to these special situations by the present project should contribute to the general consideration of the participation of individual school systems.

3. Parents Groups

Data regarding parent organizations are presented in the charts for this section. However, discussion is included in Section II-B above.

ASSABET REGION

	Programs by Other Schools/Agencies	Sp. Org. or Sp. Schools in the Community	Active Parents Groups
Valley Tech			
Hudson HS JFK Middle	Spec. Needs Coll.-Assabet Alter. HS - Shrewsbury	None	Parent Adv. Council
Marlborough HS Marlborough JP.	Assabet Val., MRC, TEC, CETA, N.Y.C.	None	Spec. Needs Adv. Com.
Maynard HS Emerson/Fowler	N.Y.Corp. "Inschool Work Prog."	None	None
Shrewsbury HS Shrewsbury JR.	Worcester Collaborative	Glavin Reg. Mental Health Center	Yes
Westborough HS Westborough JR.	Venture	None	None
Algonquin Northborough Mid. Woodward Mid.	Westborough CETA Assabet Valley, Keefe	MACLD Private School	Parent's Adv. Com. SPED Concerns None
Tahanto Reg.	CETA	None	Adult Adv. Com., Booster Club

Community Programs

BLACKSTONE REGION

	Programs by Other Schools/Agencies	Sp. Org. or Sp. Schools in the Community	Active Parents Groups
Valley Tech		Blackstone Collab., Alternatives Unlimited, Milford Asst., CETA, The Ledges	Title I, SPED Adv., Gen. Adv., Spec. Adv., Task Groups
Bl./Millville		Alter. Unlim., New Horizons, Collab. Cl., Change - Milf. (Collab.)	None
Douglas HS		CETA in Hopedale	None
Hopedale HS	Boy Scouts Exp. Post, Challenge, Voc. Int. Surv., Milford Asst., Peakshills Collab. (Milford)	Youth Guid. Ctr., The Ledges	None
Northbridge HS	Alternatives Rehab. Center	Alternatives Rehab. Center	Parent Adv. Grp. for Title I & Occ. Ed., "Proj. Involved", Com. Sup. Vol.
Grafton HS	Valley Tech.		Parent Adv. Group, Title I Group
Grafton Elem.	Valley Tech		Par. Adv. Cncl. for Title I
Milford HS	TEC Work Exp. Program	None	Par. Adv. Bd. for SPED
Milford Mid.	TEC Pre-Voc. Program	Milf. Asst. Prog., Bl. Val. Youth Gd. Ctr., Val. Adult Couns., Pastoral Couns. Service	P.T.G. Parent Advisory Board for SPED
Millbury	OVEP Prog. with Valley Tech, Youth, Inc.	Alternatives Unlimited	Citizen's Adv. Cnsl., Title I Adv. Com., Career Ed. Adv. Com.
Shaw Mid.	Worc. Car. Ed. Ctr., Worc. Consort., Val. Tech., Worc. Trade	Alternatives Unlimited	Spec. Needs Parents Adv. Cnsl.
Sutton			
Sutton Mid.	N'Bridge H.S., Milford H.S. Challenge I., Alt. Unlim.	None	Citizens Invol. in Ed.

BLACKSTONE REGION (Cont'd)

	Programs by Other Schools/Agencies	Sp. Org. or Sp. Schools in the Community	Active Parents Groups
Uxbridge Whitin Inter.	Val. Tech., Alt. Unlim., Venture Corp.	None	Title I Adv. Grp., Spec Needs Adv. Grp. K-8
Bellingham	Blackstone, Tri-County, King Phillip Voc. Tech.	None	None
Nipmuc Miscoe Hill	Valley Tech Valley Tech.	None None	AEC Group AEC Group

J. EMPLOYMENT SETTINGS (Section X of Survey)

1. Businesses and Industries

Assabet: Five of seven districts provided the following information regarding predominant businesses and industries in their communities.

Hudson: Digital and Community Businesses
Maynard: Digital
Westborough: Smith Valve, Astra Pharmaceutical, Bay State Manufacturing
Northborough: Raytheon, Encoterm, Data General (High Technology, Electronics)
Wholesale Grocery
Tahanto: Digital, Data General

A concern for the growing electronics field in this region is clearly evident from this list.

Blackstone: Seven of eleven respondents provided the following information:

Millville: Tupperwear (R.I.)
Douglas: One textile mill
Hopedale: Heavy manufacturing, light retail
Milford: Foster Forbes, Milford Shoe, Benjamin Moore, Waters Assoc.
Sutton: Packaging Industry
Uxbridge: Textile Industry
Bellingham: Small business only

The limited employment opportunities for this region is reflected in the data provided for these communities. What little is available appears to be centered in some traditional manufacturing sectors - packaging, textiles, shoes, etc.

2. Major Shopping Centers

Assabet: Responses for the five respondents are summarized below:

Hudson: Small retail stores - downtown
Marlborough: Downtown Marlborough
Maynard: Downtown Maynard
Shrewsbury: "Yes"
Westborough: Westborough Center

Retail activity for these cities and towns appears to be centered in their downtown regions. Each of these communities is large enough to support its own

retail centers compared to the remaining communities - Northborough, Southborough, Berlin, and Boylston.

Blackstone: Only five respondents indicated the presence of major shopping centers.

Hopedale: K-Mart Plaza, Milford Plaza
Grafton: Mars Shopping Center
Milford: K-Mart, Two Guys, Midtown Mall
Millbury: The Fair
Bellingham: "Yes"

Once again the size of these communities is reflected in the presence or absence of retail businesses. Only Milford, a small city, appears to contain a significant amount of this type of employment activity.

3. Medical Facilities

Assabet: Marlborough Hospital was mentioned by three respondents - Marlborough, Northborough/Southborough, and Hudson. Shrewsbury and Westborough, both of which are close to Worcester, referenced hospitals in that city. Maynard identified Emerson Hospital.

Blackstone: Milford-Whitinsville Hospital dominates the list for this region. The Tri-Valley Health Center is also mentioned frequently.

In general, the number and location of medical facilities in these regions are reflective of their geographical settings. In a few communities medical services are nearby. But for most residents, travel away from their communities is necessary.

K. CAREER CLUSTER SELECTION (Section XI of Survey)

Responses of special education administrators to the career cluster survey are shown in Charts 19 and 20. The six clusters receiving the most responses for each area are listed below:

Manufacturing Occupations	6	Manufacturing Occupations	10
Consumer, Homemaking and Related	6	Business and Office	10
Business and Office	5	Construction	8
Health	4	Health	8
Marketing/Distributing	4	Marketing/Distributing	7
Construction	2	Consumer, Homemaking and Related	6

The number of respondents in this sample is small (seven and eleven respectively) and quite selective (SPED administrators) but the data raises some interesting questions for further study.

Manufacturing is the overwhelming selection in both areas (86% in Assabet and 91% in Blackstone). The business and office cluster is tied for first in Blackstone (91%) and third in Assabet (71%). All of the first five Assabet selections are included in the first six Blackstone selections. The only real disagreement appears to be in regard to construction.

Are these views held by other school system personnel? By parents? By specialists?

Do these responses reflect the occupational trends in the area, and are the respondents influenced by these trends?

Do these clusters reflect the needs, interests, and capabilities of special needs students in the regions? Should other clusters be explored even if job trends and personnel opinions don't point to them?

Do these selections reflect the capabilities of resources in the local schools for preparing students for the world of work?

These and other questions must be considered when decisions are made to expand or add career/vocational programming for special needs students.

	Hudson	Marlborough	Maynard	Northborough	Southborough	Shrewsbury	Westborough	Tahanto	Valley Tech	
1. Natural Resources	X									(1)
2. Business	X	X	X				X	X		(5)
3. Communication										
4. Consumer-Home	X	X	X				X	X	X	(6)
5. Construction								X	X	(2)
6. Environment	X									(1)
7. Fine Arts										
8. Health		X	X			X			X	(4)
9. Recreation						X			X	(2)
10. Manufacturing	X	X	X			X	X	X	X	(7)
11. Marine Science										
12. Marketing		X				X	X		X	(4)
13. Personal Service			X			X				(2)
14. Public Service			X							(1)
15. Transportation		X						X		(2)

Career Cluster Selections

Chart 19

	Valley Tech	Millville	Douglas	Hopedale	Northbridge	Grafton	Milford	Millbury	Sutton	xbridge	Mendon/Upton	Bellingham	
1. Natural Resources						X							(1)
2. Business	X	X	X	X	X	X		X	X	X	X		(10)
3. Communication													
4. Consumer-Home			X	X					X	X	X	X	(6)
5. Construction		X		X	X	X		X	X	X	X		(8)
6. Environment		X				X			X	X			(4)
7. Fine Arts													
8. Health				X	X	X		X	X	X	X	X	(8)
9. Recreation													
10. Manufacturing		X	X	X	X	X		X	X	X	X	X	(10)
11. Marine Science													
12. Marketing		X	X	X		X		X			X	X	(7)
13. Personal Service				X	X						X		(3)
14. Public Service			X			X						X	(3)
15. Transportation			X			X		X				X	(4)

Career Cluster Selections

Chart 20

APPENDIX A

Dear

The State Division of Occupational Education has funded Phase II of the 502.9 Task Group project, Vocational Assessment of Special Needs Individuals, for operationalization and pilot test within the secondary schools of the Assabet and Blackstone Valleys. The purpose of the project is to set-up a procedure within the schools that will provide vocational information to assist with the planning and training of the special needs student.

Over the next few months, your cooperation and assistance will be appreciated as project personnel begin the process of working with members of your staff. Specifically, in the next month, we will be asking your special education director to assist us in the collection of a variety of information concerning your schools, students, staffs and community. This data will be used to make decisions regarding methods and procedures for collecting and using assessment information. Any help your could provide in facilitating this major task will be vital to the successful initiation of the project.

Sincerely,

Dear

The career/vocational development and programming of students within the secondary school setting has long been an area of vital interest and need. Currently, the 502.9 Task Group project, Vocational Assessments of Special Needs Individuals, is beginning the planning process of operationalizing a data collection procedure within the secondary schools of the Assabet and Blackstone Valleys. A conceptual model for the process was developed during Phase I of the project with input from several staff members within the project secondary schools. The project focus during Phase II is to operationalize an assessment procedure within present programming structures which will provide necessary vocational information to assist with the placement and training of special needs students.

An initial activity during the current phase of the project will be to establish linkages with key individuals within schools participating within the project. A part of the linkage process will be the surveying of each schools capabilities and needs as a participant within the project. Specifically, you will be sent a survey instrument during the latter days of April. You will also be contacted by a program development assistant who will request time to assist you in completing the survey by early May. In subsequent weeks project personnel will be interacting with you and the special needs staff in your school(s) to determine specific details necessary to explore operationalizing the project within your setting.

Your cooperation and assistance will be appreciated as project personnel begin the process of working with yourself and other members of the staff.

Sincerely,

School System Survey for 502.9 Project:

Diagnostic Vocational Assessments for Special Needs Students

Funded By:

The Department of Occupational Education
(via PL94-482)

April 10, 1980

Dear Colleague,

The information requested in this survey is necessary for the development of a special needs vocational assessment system involving your school system and the technical vocational school in your region (either Assabet or Blackstone). The data, which is organized into 11 categories, will be used, a) to make practical decisions regarding the best methods of vocational assessment for your students and, b) to develop a research design which will assure that those methods are both valid and reliable.

The wide variety of information which is requested will help us to become as familiar as possible with your school and community so that we may work with you to maximize the use of existing resources while minimizing the need for additional work on the part of present personnel. In this light you may ask a colleague or two to assist you in pooling the survey data.

Follow up interviews and direct observations of your schools will be scheduled for the purpose of clarifying items in this survey and expanding the data base.

Your cooperation in this effort is greatly appreciated.

Very truly yours,

Robert A. Stodden, Ph.D.
Project Director

and

Vic Petzy, Ph.D.
Project Analyst

I. Central Office

Name of School System _____

Central Office _____

1. Superintendent _____

Address _____

_____

_____

Telephone _____

2. Person in Charge of Special Education

Name and Title _____

Address _____

_____

_____

Telephone _____

3. Other key personnel; e.g., Director of Career, Vocational or Occupational Education, School Psychologist

_____ Tel. _____

_____ Tel. _____

_____ Tel. _____

4. A. Total Number of Students in System _____

B. Total Number of Special Needs Students _____

5: Breakout by 502 Classifications

502.1 _____	502.4 _____	502.7 _____
502.2 _____	502.5 _____	502.8 _____
502.3 _____	502.6 _____	

6. List the names of the schools in your district which serve special needs students in grades 7, 8, 9, 10, 11, or 12

_____

_____

_____

_____

_____

II. Schools/Key Contacts

1. School _____

Grades _____

Address _____

_____

Telephone _____

2. Principal _____

Telephone _____

3. Evaluation Team Leader (ETL) _____

Telephone _____

4. Other Key Contacts for Special Needs Concerns

_____

_____

_____

III. Students

School _____

1. Total Number of Students by Grade

6 _____ 8 _____ 10 _____ 12 _____

7 _____ 9 _____ 11 _____

2. Special Needs Students by Grade and 502 Classification

502 Classification

Grade	Total/Sped	.1	.2	.3	.4
6					
7					
8					
9					
10					
11					
12					

3. Name two or three typical learning problems for students in each classification

.1 _____

.2 _____

.3 _____

.4 _____

IV. Staff

School _____

1. a) Total Number of Administrators _____

   b) Total Number of Teachers _____

   c) Total Number of Consultants _____

2. a) Total Number of Special Needs Teachers _____

   b) Other Specialists such as Placement Coordinators, who see Sped Students
   Total - _____

   Please identify titles _____

   _____

3. Do any regular classroom teachers have substantially more interaction (e.g. whole classes) with special needs? YES _____ NO _____

   If yes, please name the teachers and the subject areas:

   _____

   _____

   _____

   _____

4. Are all counselors assigned Sped Students?

   Please explain:

   _____

   _____

   Are any teachers assigned counselling duties for Sped Students?

   _____

   _____

5. What are the Sped Teacher Titles? (e.g., Resource Room Teacher, Monitor)

   _____

   _____

6. List 4 or 5 typical modifications which have been made for .1 students:

V. Curriculum

School _____

1. Name all career/vocational related programs or courses provided by this school. Are Sped Students enrolled in these programs or courses?:

_____

_____

_____

_____

_____

_____

2. Name other special programs which are currently present in this school (e.g., Title I, Bilingual)

_____

_____

_____

_____

_____

3. List barriers, if any, which in your opinion prevent Sped Students from assignments to particular career/ vocational programs and courses in your school.

_____

_____

_____

_____

_____

VI. Resources

School _____

1. Is there a career information center in your school?

   YES _____ NO _____

2. Does your school have the following audio/visual equipment? Please Check if Yes.

   Videotape _____

   Filmstrip _____

   Overhead Projectors _____

   Film Projectors _____

   Slide Projectors _____

   Cameras _____

   Film _____

   Tape Recorders _____

   Other _____

   _____

3. Are literature, films, filmstrips and/or slides related to career/vocational education available in your school?

   YES _____ NO _____

   Comment:

   _____

   _____

   _____

4. Does the staff use any career/vocational resources designed specifically for Sped Students? If yes, please list.

   _____

   _____

   _____

5. List shops, labs or other career/vocational related settings in your school:

   _____

   _____

   _____

6. Does your school have a library?

YES _____ NO _____

If yes, does the library, in your opinion, contain an adequate amount of career/vocational related literature?

YES _____ NO _____

7. Are any vocational assessment instruments, either paper and pencil tests, or work samples, being used by any staff members?

YES _____ NO_____

If yes, list instruments, who uses them, and for what purposes:

_____

_____

_____

_____

_____

_____

Are any of these used with Sped Students?

_____

_____

VII. Evaluation Team Process

School _____

1. Is vocational assessment data presently collected as part of the Sped evaluation process?

   YES _____ NO _____

   If yes, how is it collected and in what form is the data presented to the team?

   _____

   _____

   _____

2. Is a vocational staff person presently involved in the evaluation process?

   YES _____ NO _____

3. When IEPs are written to include career/vocational programming who determines the specific goals and objectives which are put into the plan? (e.g., a vocational teacher, a central administrator)

4. Have any vocational program modifications been introduced to accomodate special needs students?

   YES _____ NO _____

VIII. General School Factors

School _____

1. How old is this school? _____

2. How many floors does it have? _____

3. If this is a junior high or middle school, what kind of scheduling does it have? (e.g., students stay with homeroom peers throughout, students are with mixed groups every period)

_____

_____

_____

_____

4. Do .3 and .4 students have regular homerooms or are they assigned separate rooms as a group?

_____

_____

_____

5. In your opinion are there any physical barriers present in the school building?

_____

_____

_____

6. If this is a junior high or middle school, how far is this school from the local high school?

_____ miles

7. How far is this school from the regional vocational/technical school? _____miles

IX. Community Programs

School _____

1. List any career/vocational related programs that are run by other schools or agencies in or near the community.

_____

_____

_____

_____

_____

2. List any special organizations or special schools which are located in the community.

_____

_____

_____

_____

3. Are there any active parent groups? YES _____ NO_____

If yes, are they concerned about special education needs? Comment:

_____

_____

_____

_____

X. Employment Settings

School _____

1. What are the predominant businesses and industries in and near this community?

_____

_____

_____

_____

_____

_____

2. Are there any major shopping centers in or near the community? YES _____ NO _____

If yes, please give names:

_____

_____

_____

3. What medical facilities (hospitals, clinics) are in or near the community?

_____

_____

_____

_____

XI. Career Cluster Selections

Based on your understanding of the needs and interests of students in your system, as well as the occupational trends of the region in which your school system is located, choose the six (6) career clusters which you feel should be given major priority in regard to vocational assessment of special needs students.

Please check six; additional comments are encouraged.

1. Agri-business and Natural Resources occupations _____
e.g., forestry, land and water management, fisheries and wildlife, mining and quarrying, petrolium and related products: Specifics-_____

_____

2. Business and Office occupations _____
e.g., secretary, stenographer, general office clerk, office machine operator: Specifics-____

_____

3. Communications and Media occupations _____
e.g., publishing, photography, broadcasting, telephone and telegraph: Specifics- _____

_____

4. Consumer, Homemaking and Related occupations _____
e.g., food service, clothing, apparel and textiles, child care, household maintenance services: Specifics-_____

_____

5. Construction occupations _____
e.g., contracting, grounds maintenance, fabrication and installation: Specifics-

_____

_____

6. Environmental occupations _____
e.g., soil and mineral conservation, air pollution abatement, environmental health services, noise abatement: Specifics-_____

_____

_____

7. Fine Arts and Humanities occupations _____
e.g., performing arts and design, performing arts production: Specifics-_____

_____

8. Health occupations
e.g., medical care (orderlies, technicians) science: Specifics-

9. Hospitality and Recreation occupations
e.g., tourism and recreation promotion; travel services; leisure consumerism: Specifics-

10. Manufacturing occupations
e.g., electronics, foundry operations, machine operations, material handling: Specifics-

11. Marine Science occupations
e.g., boat and vessel operation, marine research: Specifics-

12. Marketing and Distribution occupations
e.g., wholesale trade, direct selling, retail trade, purchasing, shipping, delivery: Specifics-

13. Personal Service Occupations
e.g., analyzing and counseling on weight problems, hair styling, cosmetology: Specifics-

14. Public Service Occupations
e.g., law enforcement, fire fighting, inspectors: Specifics-

15. Transportation occupations
e.g., vehicle operation, freight service: Specifics-

XII. Additional Comments (this page and next)

Additional Comments (cont'd)

FOLLOW-UP

I. Central Office

1. Clarify "person in charge of Sped". May have title of Director of Sped or Director of Pupil Personnel Services or other.

2. Ask what roles other "key contacts" play in team evaluations, especially in regard to career/ vocational needs.

3. Classification of Sped students may be contained in some school system literature. Ask if it is available.

4. Ask for projections for Sped students for next 2-5 years.

5. How are 94-142 monies typically spent?
   Are they spending any for vocational/career needs?

6. Are 94-482 monies being acquired? If so, how are they being spent?

II. Schools

1. Check-out general school telephone number versus individual ones for principal and others.

2. The principal may be the ETL or it may be a central office person -- clarify.

3. A counselor, resource room teacher or other administrator may play a key role in developing and/or implementing special needs programs or monitoring Sped schedules. Clarify these responsibilities.

4. Inquire as to whether any parents play key roles regarding Sped students, e.g., PTA leaders.

III. Students

1. 502.5, .6, and .7 students are not requested. Are any students presently in those classifications expected to return full time and/or pursue career/ vocational education?

2. Are there any significant demographics, i.e., minorities, ethnics, socio-economic factors that should be considered?

3. For each classification .1, .2, .3, .4, what are typical schedules that students might have? e.g.,

   .1 - modifications primarily in English and Math classes, occasional tutor

   .2 - mainly 2-3 periods per week out of regular class for classes for specific learning disabilities

   .3 - low cognitive problems, so usually have Math and English in resource room - all else is similar to regular program

   .4 - mainstreamed: phys. ed., shop, 1-2 periods per week

IV. Staff

1. Try to obtain a listing of all staff members with break outs by subject areas.

2. What do the identified specialists do?

3. We are concerned about the experience the staff has had with Sped students. Ask for clarification, if necessary, for questions 3 and 4.

4. What problems relative to career/vocational instruction and counselling has your staff encountered?

V. Curriculum

1. If this is a high school, check to see if any work study or work experience programs are listed and ask if Sped students are involved.

2. Are science and industrial arts courses included in this list?

3. Are .3 and .4 students assigned to science and industrial arts classes?

4. Try to obtain a course catalogue and other relevant literature.

5. Is career education for Sped students covered anywhere in the curriculum? If so, where?

6. Are the barriers identified primarily student disabilities, teacher attitudes, lack of special resources, etc? Ask for clarification and possible insights to problems and issues in the school.

VI. Resources

1. Which staff members (teachers, counsellors) use the career/vocational media?

2. Is it used in separate settings (e.g., counsellors office) in regular classrooms or both?

3. Obtain a list of available media, i.e., films, filmstrips, books, pamphlets.

4. If career/vocational resources are available, where are they located primarily? (e.g., in guidance office, CIC, library, special program, resource room)

5. What other special resources are available in the school which might be adapted or have been adapted for enhancing career/vocational objectives?

6. Are extra curricular programs referenced here?

VII. Evaluation Team Process

1. Have contact person explain the process, who is involved, how long it takes, problems, etc. What achievement or aptitude tests are used and who administers them?

2. Ask about follow up on the plans; who monitors?

3. Try to obtain some typical statements of goals and objectives for Sped placements relative to career/vocational placements.

4. Clarify modifications if any.

VIII. General School Factors

1. Sketch the school layout showing the location of various shops, programs, etc.

2. Is there anything unique about the school plant- (e.g., new high school attached to old junior high, solar energy project)?

3. Clarify questions 3, 4, and 5.

4. Show relationships between the school and its high school and vocational/technical school by placing codes at appropriate locations on the area maps.

e.g. --

AVT	Assabet Vocational/Technical
BVT	Blackstone Vocational/Technical
MJH	Marlboro Junior High School
MHS	Marlboro High School

5. What kind of transportation is available; 1) between the school and the vocational/technical school, and 2) between the high school and the school if the school under consideration is a middle or junior high school?

6. Are there any potential on site work experiences or roles available? e.g., for modely custodian

IX. Community Programs

1. Collect any available information, brochures, etc., in community programs, etc.

2. Ask about youth exploration projects or work projects in the community, if these are not mentioned. Ask specifically about CETA, DYS, and YMCA Programs for Youth.

3. Obtain the names of key contacts in agencies, schools, parents groups in community.

X. Employment Settings

1. Obtain listings of major employers.

2. Write profile on typical local work settings.

3. Identify the companies in the shopping centers e.g., Zayres, Stop and Shop

4. Obtain market research data on job trends from local Chamber of Commerce, DES, occupational forecasts

XI. Cluster Survey

1. Ask how clusters chosen in survey related to specific situations within the school, i.e., vocational or academic classrooms.

2. Probe the Sped directors perceptions of what this project is about, what issues have to be classified and how the school will be benefitted by the project, i.e., what we will do for them and what they will do for us.